

Reading policy

Version	1.00
Approved By	
Issue Date	<i>January 2026</i>
Review Date	<i>January 2029</i>
Notes	



Brookside Primary School

B – Be Kind, **P** – Promote Equality, **S** – Strive to Achieve

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoke at home and most special educational needs or disabilities (Reading by the Age of 6)

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. (The Reading Framework July 2021)

Aims and Objectives

At Brookside, we are committed to:

- ensuring pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- ensuring children are aware of their own progress and development as a reader
- ensuring children are able to use a variety of different texts e.g. fiction, non-fiction, poetry, reports and understand their purpose
- creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- encouraging reading outside the classroom through forging strong links with home.
- developing children's experiences through a variety of texts including use of libraries, ICT and other available media.
- teaching children to apply the skills they learn in reading across the curriculum.

A Reading Culture

All adults are a good role models for children in modelling both reading aloud and silent reading. Teachers promote a love of reading through story time, quality book talk and the sharing of class novels or texts. Each class will promote reading, for example through class libraries, use of the school library and the sharing of favourite books and authors. Celebrating reading at Brookside is an important part of our school culture and is celebrated throughout the whole year, with weekly awards for English Experts and World Book Day being a pupil favourite. Reading for pleasure is promoted throughout the school and communicated with parents on a regular basis. The school is continuously investing in the library, classroom reading corners and ensure text are of high quality. Pupil voice is a high priority at Brookside to help foster a positive reading culture.

Teaching Reading

Children should have as many opportunities as possible to practice and develop their reading skills, at Brookside these include:

- Individual Reading (1:1 reading with an adult in school)
- Shared Reading
- Choral Reading
- Whole Class Reading
- Guided Reading
- Reading across the creative curriculum

- Independent reading
- Story Time
- Home reading

Children also listen to stories read aloud on a regular basis.

Within English lessons, reading skills are regularly taught and applied to their writing. We have key texts for each topic that we read and share in greater detail.

To ensure progression and a cohesive approach, the following guidance must be followed:

Phonics

Phonics teaching must be consistent, well-structured and fast paced. All children from EYFS and KS1 will be taught skills following Rising Stars: Rocket Phonics (SSP), in dedicated daily phonics lessons. Children will be taught daily as a whole class. Alongside this, targeted pupils in EYFS and KS1 receive daily phonics interventions to keep up, if required. All teachers will follow the Rising Stars: Rocket Phonics (SSP) and only use resources designed to run alongside it. All the books have been carefully colour banded to match this scheme, so children will only be reading words containing the GPCs and Tricky Words they have already been taught.

Those children who have not made expected progress by the end of Key Stage 1 will be identified for targeted phonics intervention in Key Stage 2, to address gaps in knowledge. Ongoing assessments will ensure that progress is tracked and that any children who need further support are identified. Teachers are to regularly monitor reading groups/assessments to ensure that these children are on track with the reading trajectory. Children who are not will be given additional support in school. In KS2, children who have not yet mastered phonics and decoding will take part in regular intervention sessions to develop their application of phonics by using Reading Eggs Fast Phonics resources. Appropriate reading books will be aligned to support their current stage, with a range of hi-lo texts within school to suit readers of a lower readability.

Guided Reading

Guided reading sessions take place in all year groups and follow the Brookside reading progression. Reception and Year 1 work with children in small guided groups to focus on the development of phonics, early reading skills and comprehension. They will also read on a 1:1 basis or paired reading, as required. This then transitions to guided reading sessions from Year 2 onwards. Guided reading is run as six sessions over a one- or two-week period. The first session is a whole class lesson to introduce the learning objective or reading focus, this an 'I do, we do' approach. The subsequent five sessions are small group teacher-led sessions ('you do'). In these reading sessions; teachers model reading, listen to the children read, focus on comprehension skills and quality book talk, as well as working on the weekly reading focus/learning objective. Teachers record progress and log the reading objectives on Boom Reader.

Reading in Reception

Children will be heard to read at least once a week and feedback for parents will be given in reading diaries. Reading targets will be checked and updated regularly so parents can support children at home. We use paired reading and guided reading when appropriate, but we prioritise one-to-one reading with a skilled practitioner for children at the early stages of learning to blend. When children can read simple

sentences with developing pace and fluency, we move to a guided reading group reading sessions. Daily story time sessions and regular poetry, rhyme and singing sessions, as support reading and phonics in reception.

Reading in KS1

Children are allocated two books linked to their phonics phase and books are changed weekly. Reading is carried out in guided reading groups, whole class guided reading sessions or on a one-on-one basis with an adult. These reading sessions focus on applying phonics to sound and blend, developing fluency in reading and the comprehension of a text. Targets are regularly updated, with reading diaries monitored to track and assess progress. Story time sessions are carried out daily, where a range of fiction, non-fiction and poetry are shared and discussed. Year 1 will also carry out regular poetry, rhyme and singing sessions.

For those children who can apply their phonics knowledge consistently to longer texts, their reading sessions are more focussed on developing fluency and comprehension. They will be reading the Turquoise to Lime levels.

KS1 children have the opportunity to take home a 'gold star' book to share with their grownups. This has been chosen by the parent or child and is not linked to their reading level. This is for reading for pleasure only.

Reading in KS2

In KS2, children are allocated books based on their reading ability, regular assessments and teacher judgement. The book bands follow whether they are working towards, at or above the expected progress within their year group. Children take home reading books to match their band, which they independently change when they have finished them. They also have the opportunity to visit the library once a week to choose their own book to take home. Targets are regularly updated and reading records are updated and monitored to track progress, alongside work from English lessons. The banded books in KS2 are from a range of schemes and have been coded to a Brookside banding system. These have been matched to year group expectations.

Throughout the week, children take part in regular guided reading sessions where they complete a range of reading activities and have an adult-led high quality guided reading session. These guided reading sessions aim to develop fluency, inference and comprehension, reading skills and quality book talk. English sessions also cover skills to identify text types and their features and discuss themes between texts. Story time sessions are carried out daily, where a range of fiction, non-fiction and poetry are shared and discussed.

If children are not on track, then they take part in additional interventions sessions and have targeted support in lessons. If the additional support is needed for phonics, they take part in Fast Phonics sessions. For support with inference and comprehension, small groups undertake extra guided reading sessions and are part of the Reading Eggs scheme.

Reading Diaries

Reading diaries are used as a liaison between parents and teachers. Brookside uses an online reading diary (Boom Reader) to communicate and track reading over the academic year. In Reception and Key Stage 1, parents are expected to listen to their child read, discuss the book and write a comment or sign each time they read with their child. Children are rewarded each week for evidence of reading at home, two class dojo points are given each week and certificates issued for milestones reached on class dojo, as required.

All children in YR and KS1 must bring their reading book and diary to school every day. In KS2 reading diaries are used to record reading at home and in class between parents and teachers. Children are rewarded with reading gems and class dojo points.

Assessment

Children are assessed regularly by their class teacher, both formally and informally against reading targets for each year group. Formal assessments such as Phonics screening checks and Testbase reading papers are carried out regularly. At the end of Year 1, a phonics screen is carried out in line with the government testing schedule. This is repeated in Year 2 for those who did not meet the expected standard. Teachers use guided reading sessions, group/individual reading, evidence from English books and Reading Journals to support their judgements. Teachers and support staff also conduct more informal assessments in the form of one-on-one reading, guided reading sessions and reading comprehensions. Data is entered onto DCPro on a termly basis. Teachers within year groups moderate reading on a regular basis. These judgements are also compared across our MAT. SATS are completed at the end of KS2.

Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation